SECONDARY SECTION NOMINATING COMMITTEE
Term to expire in August 2018

Members of the Section Nominating Committee choose candidates for the Section Committee and the Section Nominating Committee for the following year. The person receiving the most votes serves as chair.

(Vote for three of six.)

SECONDARY SECTION—2017 SLATE OF NOMINEE

SUSAN BARBER

Secondary English teacher (15 years), English department chair, Northgate High School, Georgia; editor/writer, APLitHelp.com; blogger, Edutopia, IAB/Radio's Ed Words. Membership(s): NCTE, GCTE, PAGE. Award(s): Georgia's School Superintendent's Teacher Advisory Council; TIEEdHonfingham Education Fellow (2014); Teacher of the Year, NGHS (2013). Publication(s): The Best Lesson Series: Literature; The Best Lesson Series: Writing; GCTE Connections; Program Contribution(s): GCTE, Georgia DOE AP literature workshops.

Position Statement: Today's education movement emphasizes more - more professional development, more money, more accountability, more rigor, and more testing – but students benefit most from educators who focus less on these and more on what matters in the classroom. EPIC (experiential, purposeful, imaginative, and collaborative) lessons, centered on relevant texts and authentic writing opportunities, should be at the core of English classes.

MARK SULZER

Assistant professor, secondary education and literacy & second language studies, University of Cincinnati, Ohio; coordinator for WorldUP (an after school literacy club). Formerly: English teacher; drumline instructor. Membership(s): NCTE, LRA, AERA. Award(s): Golden Apple Award for Excellence in Teaching and Student-Faculty Relations (2015–16); Ballard Seashore Dissertation Year Fellowship (2014-15); Obermann Graduate Institute on Public Engagement and the Academy Fellow (2013). Publication(s): English Journal; Journal of Adolescent & Adult Literacy; English Teaching: Practice and Critique. Program Contribution(s): NCTE, LRA, AERA.

Position Statement: As students are increasingly positioned as test consumers, one would think that joy in reading, empowerment through writing, and awareness through critical consciousness are merely if we-get-to-it aims of ELA education. I stand committed to fighting against reductive views of teaching/learning and fighting for culturally sustaining pedagogies that take up intersections of race, class, gender, and disability, among others, as resources for criticality and meaning-making.

JALISSA BATES


Position Statement: Educators become advocates for social change by communing, challenging, and supporting one another while discussing, debating, and sharing research and experiences. NCTE serves as an impetus for the desire and urgency of literacy to create a more informed citizenry for our nation. We need leaders who will recognize and value our rich and meaningful collective voice to initiate change.

SARAH M. ZERWIN


Position Statement: We must teach our students to read our world so they will be able to write their futures within it. As a member of the NCTE Secondary Section Nominating Committee, I will support future leaders who envision classrooms made of fierce kindness and selfless love. Such classrooms will inspire all students to read critically with empathy and imagination, to ask tough questions as they figure out their world, and to write to cultivate their voices as agents of change and advocates for others.

DAVID F. CAIN


Position Statement: In a world of evolving literacies and understandings of what defines a text, we as English teachers have a championing role in developing students as receptive and productive meaning makers. Our collective charge is to shift from prescriptive approaches of literacy towards paths of purposeful, imaginative, and collaborative) lessons, centered on relevant texts and authentic writing opportunities, should be at the core of English classes.

HATTIE MAGUIRE

National board certified English teacher, Novi High School, Novi, Michigan; English language arts content area leader; MTSS writing intervention coach. Formerly: Network of Michigan Educators membership chair; speech and debate coach; Michigan Interscholastic Forensics Association Legislative debate chair. Membership(s): NCTE, NCCTE, Network of Michigan Educators. Award(s): Michigan Debate Coach of the Year. Program Contribution(s): NCTE, NCCTE, MACUL.

Position Statement: Though increased STEM education is often touted as the key to America's success, our times call more than ever for teachers who can help students read critically, form nuanced positions, and communicate effectively with one another. NCTE has the unique ability to advocate for the diverse literacies our students need and we need leaders who can represent these different literacies and speak to the need for them in English curricula.